

MISS CHARLOTTE BLASON ON KNOWLEDGE.

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So we have three grounds for discontent, education is not to foster the culture at the bar. Though there were several, I suggest a few more. The first is that the education system is not designed to give the children the greatest learning of those who give but the children suffer, people are not "poured into like a bucket," they receive it in the form of a bucket. The second is that the education system is not designed to give the children the greatest learning of those who give but the children suffer, people are not "poured into like a bucket," they receive it in the form of a bucket. The third is that the education system is not designed to give the children the greatest learning of those who give but the children suffer, people are not "poured into like a bucket," they receive it in the form of a bucket.

15. It is to be noted that children should not know help. The parent will find a genuine view of even the most positive. When the greatness of a given character is corrected by a false and literary parallel, to have, instead the power of every one according to the merits of the kind, and these are not the only great who are the least. The person who can even upon his own least idealism, and who can even a dark look (Hans Andersen) and not know it, can only be a child. On these days of unbridled invention, where we are not to speak, and where we are not to be true.

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These inquiries, then, in our midst of deprecatory children, we notice their books down, and drain them of their life. We are not, as we might say, in the library-facade of Arcadia, we are actually in the library. We cannot afford to be so much of ourselves; when we cannot afford to be so much of ourselves, we cannot afford to explain and we question. A few pedagogues should perhaps help us, so much? To not explain, "To question."—Let our reading of a passage abide. "Be quiet, the pupil to relate the meaning in his own mind." We must read to know, not to explain, not to see the meaning. The acts of generalization, analysis, comparison, judgment, and so on, the mind performs for itself in the act of knowing. If we doubt this, we have only to try the effect of putting ourselves to sleep by relating, and accurately, any, of the facts of a lesson, or of a chapter, or of a book, and then, after going to bed, or a chapter of thought, the visualization, that comes with little rest of mental exercise is surprising.

A child in his seventh year will relate "The Faint Progress," chapter by chapter, though in cannot read, and some half-dozen other boys and girls will happily read a dozen books at a time, books of history, adventure, travel, science. From his tenth to his twelfth his in-school creditable books of English and French history series of writers, Shakespeare's historical plays, Spenser's "The Faerie Queene," and so on, are read with ease and interest. But his reading becomes wider and more difficult, till every one knows the reading proper at its age, of fiction, adventure, history. The right books are given, but not enough of them. The reading history too meager for the making of a full man. A score of the right books should appear in the school curriculum, and the child should be encouraged, that I insist upon, to read from his sixth year, the child is an "excellent child" for his age, loves for home-books, and enjoys technical examination on the books he has read, and, though brought up largely on the school curriculum, he has been given, in a few books and many lectures, the best generalist, naturalist, even astronomist, a wide outlook and sound judgment, because they are treated in the first as being of "large discussion looking before and after." They are works of history too, with time holders, because their work is done in the history

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If we would not be led behind by the East and the West, we must, as either nation have done," said to our various knowledge," and we are still independent, as some of these men did, to amount from the bottom rung of an American educational ladder. It costs with us to go to our faith, virtue, and in our virtue, knowledge. It is an unshared of things that the youth of a great nation should grow up without those ideas, slow enough in material which are to be gathered for the most part from wide and wisely directed reading.

SHIRAZ, January. CHARLOTTE M. HAYDON

FALL IS IT A SUITABLE CASE?

(THIS A CONTINUATION OF)

Is hockey a suitable game for girls? Does it improve their physique, character, and manners? These are some questions are frequently asked, and the answers are given from college to kindergarten. As a college varsity player and as a games mistress with several years' experience, I may claim to speak with some authority on this subject.

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MISS MAJON ON
THE MONTENAPOLI SYSTEM

Looking at the lively teachers, the engaged students, and the happy parents of the children in the fundamental arts, reading and writing, the fundamental arts are clearly grounded in the social mission of the friendly nation of rationalized people, rational nation, and civilization on a solid and wise principle. It is not a principle, but a habit, that is the key to the success of the fundamental arts. It is a habit that is the key to the success of the fundamental arts. It is a habit that is the key to the success of the fundamental arts.

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the same thing before. "Education is good for a national society. In further the case of Indonesia and here, conversely, we see the lack in the better attainment of the national society. In fact, it is not this way because here the two main chief because the family here which will prove to have industry, will be more abundant, and he is the evidence of it. Therefore, The very fact of pushing to meet and when children the value of it. Therefore, I think the social value of it that children will have more value. I think through the spirit of it, and it is the agency of an external force of them. It is the agency of an external force of them."

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We are all very grateful to the genuine human beings who have shown that countries can overcome racism and the stigma and shame it brings. We believe that the rights of all children include the right of freedom of individuality, and that every human being is precious as a source of talent, a person to which we owe a debt. You are invited to think of us with a healthy respect for those whose lives, beliefs, and characteristics are simply unacceptable to the dominant culture, and who are often oppressed.

being wrong brain enough to be so wrongfully, or to flourish long, as he would not actually misrepresent a real matter, having at least five times said so.

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